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ABSTRACT

This document evaluates Eight Percent Job Training Partnership Act (JTPA) Programs operated in North Carolina's public schools during the 1986-87 school year. Data were received from local education agencies (LEAs) operating 13 Extended School Day Programs, 5 Spring Start-Up Extended School Day Programs, and 3 Dropout Youth Projects. Data on the 575 student participants in the JTPA Extended School Day Programs are given on composition by age, grade, gender, race, and handicapped status. Of the youth served by Extended Day Programs, 49 percent remained in school and attended regularly, and 51 percent left school for a variety of reasons. Of the grade 12 Program graduates, 53 percent went into private sector unsubsidized jobs, and 24 percent went to a community college. Although the objectives set for the JTPA Spring Start-Up Extended School Day Programs were not met in all schools, the schools are now better prepared to begin program operation during the 1987-88 school year. The JTPA Dropout Youth Projects attempted to recruit Indian and migrant youth dropouts into secondary schools and to provide them with opportunities to complete school and to obtain pre-employment skills training. A total of 238 contacts were made and 39 dropouts were recruited and enrolled. Staff ratings of the Projects, information on the Project's budget and participants, and recommendations are included. Data are presented on 13 tables and figures. An appendix presents the results of the Extended School Day Programs Survey. (BJV)

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3-24-88 UD

EIGHT PERCENT
JOB TRAINING PARTNERSHIP ACT
EVALUATION REPORT

EXTENDED SCHOOL DAY PROGRAMS
SPRING START-UP PROGRAMS
DROPOUT YOUTH PROJECTS

1986-87

ED292909

EVALUATION SECTION
DIVISION OF SUPPORT PROGRAMS
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

NOVEMBER, 1987

UD026078

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INTRODUCTION

This is a summary report of 8% Job Training Partnership Act Programs operated in the public schools during the 1986-87 school year.

The compiled data was received from thirteen (13) local education agencies (LEA) operating Extended School Day Programs, four (4) operating Spring Start-Up Extended School Day Programs, and two (2) operating Dropout Youth Projects. Listed below are the LEAs that operated the programs.

I. EXTENDED SCHOOL DAY PROGRAMS

Education District	LEA	School
1	Washington City	Washington City Schools
2	Craven County	New Bern High
2	Goldsboro City	Goldsboro High
3	Halifax County	Southeast Halifax High
3	Halifax County	Northwest Halifax High
3	Northampton County	Northampton County High
4	Bladen County	East Bladen High
4	Columbus County	Columbus County Schools
6	Shelby City	Shelby Senior High
7	Avery County	Avery County High
7	Burke County	Burke County Schools
7	Catawba County	St. Stephens High
7	Statesville City	Statesville High School

II. SPRING START-UP PROGRAMS

3	Granville County
8	Haywood County
8	Jackson County
7	Mooresville City
3	Tarboro City

III. DROPOUT YOUTH PROJECTS

4	Bladen County (Migrant)
4	Robeson County (Indian)
4	Robeson County (Migrant)

I. EXTENDED SCHOOL DAY PROGRAM

The JTPA Extended School Day Program is an extension of the regular public school for economically disadvantaged student dropouts. For a variety of economic, psychological, and academic reasons, these students often cannot respond in a positive way to conventional school schedules and programs. Consequently, most of the Extended School Day Programs are operated in an unconventional manner. Classes are conducted during the late afternoon, at the conclusion of the regular school day or at night, thus accommodating economically disadvantaged students who normally work during regular school hours. The JTPA Extended School Day Program provides flexible hours of operation and offers students an opportunity to work and earn a high school diploma.

This report was compiled from data received from thirteen schools operating JTPA 8% funded Extended School Day Programs during the 1986-87 school year. A copy of the survey form and aggregate data for each item can be found in the appendix.

Description of Students

Five hundred seventy-five (575) students were enrolled in the thirteen JTPA Extended School Day Programs serving 8th, 9th, 10th, 11th, and 12th grade students. The largest group of students was 11th graders, representing 28% of the total group. The eighth grade was the smallest, representing 0.4% of the total group. Figure 1 shows participant enrollment by grade.

Figure 1

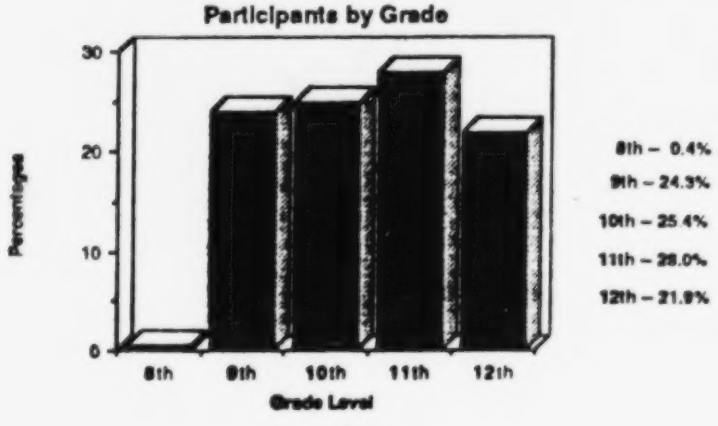


Figure 2 shows that 55% of the enrolled students were female and 45% were male.

Figure 2

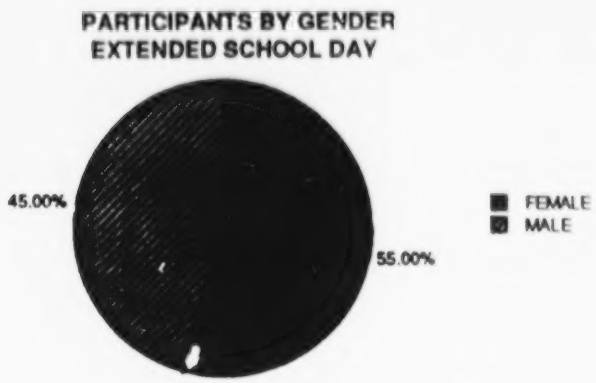
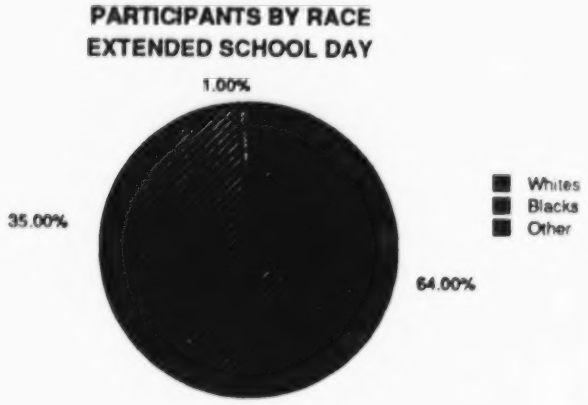


Figure 3 shows that the ethnic composition of the group was 64% black and 35% white. American Indians and other groups composed the remaining 1%.

Figure 3



The age distribution data shows that 6% were 15 years old; 18% were 16 years old; 28% were 17 years old; 23% were 18 years old, and 25% were 19, 20, or 21 years old.

Findings

The findings of the study are based upon data received from 13 projects serving 575 students and are summarized under four types: attendance and dropouts, handicapped participants, high school credits earned, and Extended School Day graduates.

Attendance and Dropouts

Of the youth served by JTPA Extended School Day Programs, 49% remained in school and attended school regularly, and 51% left school for a variety of reasons. The reasons given for leaving school are listed in Table 1.

Table 1
Reasons for Leaving School

	Rank	Number	Percent
Academic Difficulty	1	57	19
Lack of Interest	2	43	15
Taking Full-Time Job	3	42	14
Taking Second Shift Job	4	31	11
Other, Pregnant, Back to school	5	28	10
Moved Out of Area	6	21	7
Taking Part-Time Job	7	13	4
Health Problems	8	12	4
Marriage	9	12	4
Expulsion from School	10	10	3
Looking for Work	11	8	3
Transportation	12	7	2
Graduated	13	5	2
Military Service	14	4	1
Total		**293**	**99**

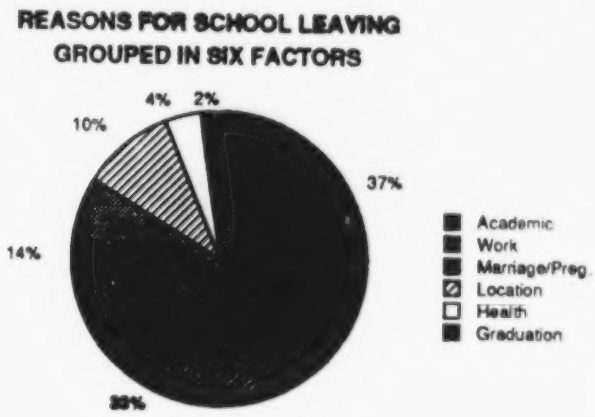
Of the reasons given for leaving school, the three major reasons were academic difficulty, lack of interest, and employment. To facilitate the analysis, the 14 reasons were regrouped in Table 2.

Table 2

Factor	Reasons Included in Factor
1. Academic	Academic difficulty, expulsion, lack of interest
2. Work	Look for work, part-time job, full-time job, second shift job
3. Marriage/Pregnancy	Marriage, other, pregnancy
4. Location	Moved out of area, transportation
5. Health	Health
6. Graduation	Graduated

Using this grouping, the major reasons for leaving school become even more clear. Factors related to school when combined with those related to work accounted for 70% of the school leavers as shown in Figure 4.

Figure 4



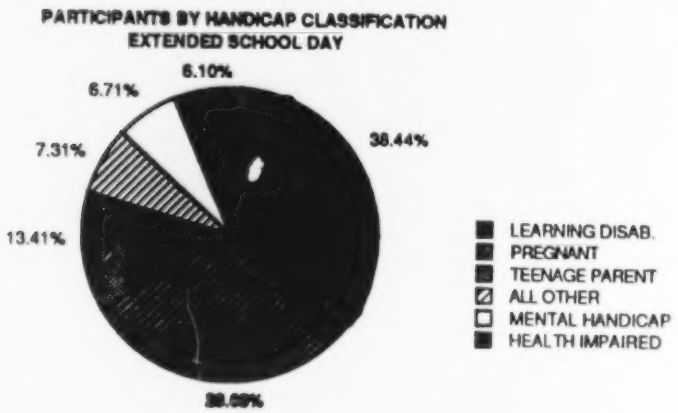
Marriage and/or pregnancy accounted for 14% and geographic location accounted for 10%. Health and graduation accounted for a relatively small percent of school leavers.

To be more successful, Extended School Day Programs must find ways to deal successfully with students having academic difficulty and with students who leave school to enter the work force.

Handicapped Participants

Of the 575 students served by JTPA Extended School Day Programs, 164 or 28.5% were handicapped. Figure 5 shows that specific learning disabilities accounted for 38% and pregnant girls accounted for 28% of the handicapped reported. The percentage of other handicapped classification were as follows:

Figure 5



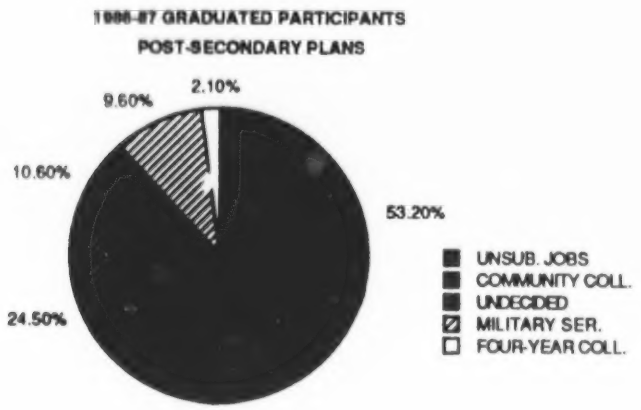
High School Credits Earned

Of the 575 students served by JTPA Extended School Day Programs, 354 earned four or more units of high school credits during the year. This number represents 64% of the students served. A closely related finding revealed that 230 students took the North Carolina Minimum Competency tests and 160, or 70%, passed both the mathematics and reading sections.

Extended School Day Graduates

Of the twelfth grade Extended School Day graduates, 53% went into private sector unsubsidized jobs and 24% went to a community college. The percentages for other post-secondary plans of graduates are shown in Figure 6.

Figure 6



II. SPRING START-UP PROGRAMS

During April of the 1986-87 school year, five (5) JTPA Extended School Day Programs began operation. These programs were funded with carry-over funds. The availability of funds and the opportunity to provide the LEAs with early program planning time were the major reasons for beginning the programs in April.

The five (5) Spring Start-Up Extended School Day Programs funded were Tarboro and Mooresville City school units and Graham, Haywood, and Jackson County school units.

Program outcomes were expected to be very limited due to the short-term program operation. However, objectives were set for each program prior to beginning operation. Specific objectives were to recruit and enroll a minimum of five (5) JTPA eligible school dropouts, assess participants to determine educational and employability training needs, prepare individual Employability/Educational Development Plans (EDP), arrange for students to visit local businesses, and place students in summer youth work experience.

Program outcomes indicate that Haywood County enrolled five (5) JTPA eligible school dropouts; Graham County, six (6); Jackson County, five (5); and Mooresville City, sixteen (16). Tarboro City did not report any enrollment; therefore, it will be excluded from the remainder of this report.

Each of the four (4) LEAs reported that the Extended School Day enrollees visited local businesses, industries, and community colleges. The systems indicated counseling was provided for the purpose of assessing personal, educational, and employability needs of participants. No system reported administering diagnostic tests. It was also reported that an Employability/Educational Development Plan (EDP) was designed for each participant.

Placement of students in summer youth Work Experience Programs was not reported for any of the programs. Most of the students had summer jobs and did not need summer youth work experience.

Although the objectives were not attained by all the schools, it can be concluded that the four (4) Extended School Day Programs are better prepared to begin program operation during the 1987-88 school year than they would have been had they not participated in the Spring Start-Up Program.

III. DROPOUT YOUTH PROJECTS

In February, 1987, JTPA Dropout Youth Projects were funded in Bladen and Robeson counties by the North Carolina Department of Public Instruction. The purposes of the projects were to recruit Indian and migrant youth dropouts into secondary schools and to provide them with opportunities to complete school and to obtain pre-employment skills training. Identification, recruitment and program operations were to be coordinated with existing Migrant Education, Indian Education and Dropout Prevention Projects. The projects, which were to operate through June 30, 1987, would demonstrate that the efforts of two or more educational programs could focus on a single target group.

A description of a model Dropout Youth Project prepared by the Department of Public Instruction in early 1987 listed the following program objectives:

* identify and recruit youth who have dropped out of school;
* provide training in career exploration and pre-employment skills;
* provide skills training through Vocational Education;
* link local programs with National Diffusion Network Programs; and
* provide opportunity for successful transition back to school and into the work force.

Although no written project objectives were prepared by Bladen or Robeson counties, the above objectives generally were regarded as being appropriate local objectives as well.

Bladen County Project

The Bladen County Project focused on identified eligible JTPA and migrant youth 16-21 years of age. A budget of $27,946 provided a full-time program operator, a full-time intake officer and a full-time recruiter. It was projected that 15-20 dropouts would be enrolled into high school programs.

The Bladen County project was monitored during a site visit by a Department of Public Instruction staff member using a 55-item checklist. A summary of the results of the monitoring visit is listed in Table 3.

Monitoring Summary

Rating	Number Items	Percent of Items
Satisfactory	25	45.5%
Needs Improvement	15	27.3%
Needs Immediate Attention	4	7.2%
Not Applicable	11	20.0%

Items identified by the state staff as "in need of immediate attention" included insurance on enrolled students, interagency cooperative agreements, job contact documentation, and availability of a copy of the Federal Register containing JTPA regulations.

The items identified as "in need of improvement" included Individualized Educational/Employability Plans (EDP), correlation of EDPs and counseling logs, participant rig'ıts forms, orientation checklist, telephone in office, collaborative committee, cooperative agreements, verification, job bank, and a master list of employed participants.

The state did not require an end-of-year report and Bladen County did not prepare such a report. A request for additional program information resulted in a one page status report submitted in September.

The report revealed the following information about the Bladen County project:

Budget	$27,946
Expenditures	17,888
Staff	3
Youth Contacts	41
Youth Eligible	17
Youth Enrolled	5
Expenditure Per Enrollee	3,578

The five youths enrolled in the project were served by the Extended School Day Program at East Bladen High School, and counseling was provided weekly. Although state-prepared materials indicated an expectation that as many as 15-20 youth would be enrolled in each project, the realistic expectation was that no fewer than five students would be enrolled. The latter expectation was met by the Bladen County project.

Robeson County Projects

Two projects were funded in Robeson County, one to serve JTPA eligible Indian youth and one to serve JTPA eligible Migrant youth. Each project had a budget of $27,946 and each provided for a full-time program operator, a full-time intake officer and a full-time recruiter. It was expected that each of the two projects would enroll 15-20 dropouts.

The two projects were monitored during a site visit by a Department of Public Instruction staff member using a 55-item checklist. A summary of the monitoring visit is listed in Table 4.

Table 4
Monitoring Summary

Rating	Number Items		Percent	
	Indian	Migrant	Indian	Migrant
Satisfactory	43	46	78.2%	83.6%
Needs Improvement	0	1	0.0%	1.8%
Needs Immediate Attention	2	0	3.6%	0.0%
Not Applicable	10	8	18.2%	14.6%

The areas identified by the state staff as "in need of immediate attention" in the Indian project included the orientation checklist and procedure and master list for eligibility and review verification. No areas "needing immediate attention" were identified in the Migrant project.

The one area identified as "in need of improvement" in the Indian project was the orientation checklist. No areas were so identified in the Indian project.

Robeson County prepared a Project Status Report at the end of May, 1987, which included the following information about the Indian and the Migrant projects:

	Indian	Migrant
Budget	$27,946	$27,947
Staff	3	3
Youth Contacts	112	85
Youth Enrolled	16	18

Based upon the numbers reported in the status report, Robeson County met or exceeded both state and local expectations.

Findings

The Youth Dropout Projects were in operation only during the last five months of the school year. Project staffs were employed, activities planned, dropouts identified, recruited and enrolled, and program activities conducted. Based upon the status reports prepared by two districts a total of 238 contacts were made and 39 dropouts were recruited and enrolled. Two other reports submitted by the school districts reflected smaller numbers of enrollees.

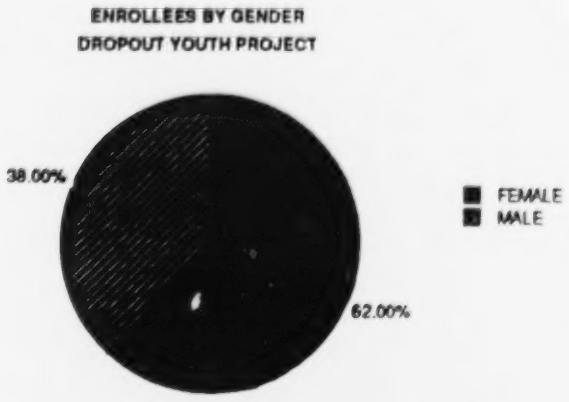
Table 6
Youth Dropout Participants

County	Contacts	Numbers Reported Enrolled	Matching Report	Focus
Bladen (Migrant)	41	5	0	3
Robeson (Indian)	112	16	13	11
Robeson (Migrant)	85	18	8	5
TOTAL	238	39	21	19

The Matching Reports indicated that 21 students were enrolled while the Status Reports indicated that 39 students were enrolled. Bladen County did not submit a Matching Report, but even if the five students reported in the Status Report are added to the total for the Matching Report, the number would still be only twenty-six. The Focus Report, a report submitted to the Controller's Office, reported a total of nineteen.

Enrollment data by gender are incomplete since no such information was provided by Bladen County. Figure 7 shows that in Robeson County 62% of those enrolled were female and 38% were male.

Figure 7



Information about types of services provided also is limited to that submitted by Robeson County.

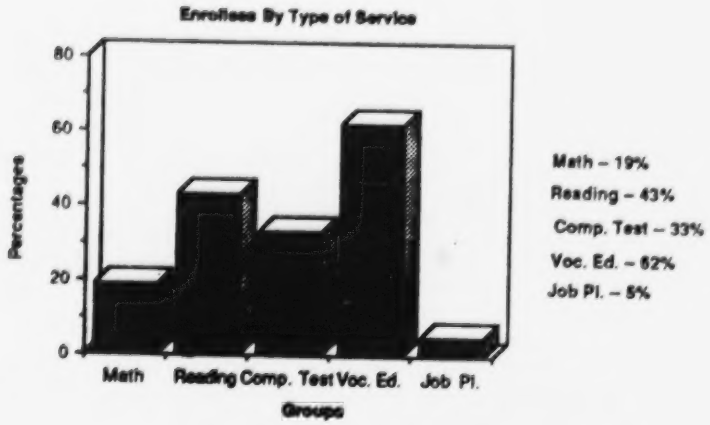
Table 5

Enrollment and Services Provided By The Robeson County Dropout Youth Project

	Enrolled	Math	Reading	Competency Test	Vocational Education	Job Placement
Indian	8	0	3	2	3	1
Migrant	13	4	6	5	10	0
Total	21	4	9	7	13	1

Of the total enrollment, 62% were involved in vocational education, 43% in remedial reading, and 33% in activities designed to assist youth to pass the minimum competency tests. Some participants were involved in two or more services.

Figure 8



Of the 21 youth enrolled, 13 were Indian and 8 were Migrant youth. Of the two groups, Indian youth were more likely to be involved in multiple services, more likely to be involved in mathematics and more likely to be involved in vocational education programs. On the other hand, no Indian youth were reported to be involved in job placement activities.

Recommendations

The procedures used by the state in implementing the Dropout Youth Projects did not require written applications, statements of objectives, evaluation plans or end-of-year reports. Little information is available upon which to base an evaluation. It is possible to state how many youth were served, but it is not possible to determine how effective the services were or how the services impacted on participants.

To improve the process for ensuing years, it is recommended that local education agencies (LEAs) prepare written project applications for review and approval by the Department of Public Instruction. The application should include a budget, one or more measurable objectives, an evaluation plan and a description of the services to be provided. The Department of Public Instruction should provide needed application and report forms at the beginning of each project year.

It is further recommended 'hat the state continue to encourage and to assist local education agencies (LEAs) to plan efforts to meet the unique needs of Indian, Migrant and other youth dropouts.

Special attention should be given to studying why so few male dropouts enrolled in the Youth Dropout Projects. Since males make up the largest pool of dropouts, it would seem that a higher percentage of the enrollees should be male.

Both the State Department of Education and local education agencies would profit from the adoption of these recommendations. The state agency would have a better understanding of what local education agencies have planned, a firmer basis upon which to monitor local projects, an evaluation design based upon measurable objectives stated by the local education agency, and more accurate report data.

Additionally, the local education agencies would have written plans and objectives, would know what to expect when a state consultant monitors the program, and would know the statistical and evaluation reporting requirements from the beginning of a project year.

APPENDIX A

1986-87
EXTENDED SCHOOL DAY PROGRAMS
SURVEY

1. In the space below, show how many students participated in the JTPA Extended School Day program between July 1, 1986 and March 31, 1987.

   575 Total participants

2. Of those students shown in question 1, how many were male and how many were female?

   257 Male

   318 Female

3. Of those students shown in question 1, how many students were in the following ethnic groups?

6	American Indian	199	White, not Hispanic
370	Black, not Hispanic	0	Hispanic
0	Asian or Pacific Islander	0	Total

4. Of those students shown in question 1, how many were handicapped?

0	Autistic	2	Multihandicapped
3	Academically Gifted	1	Orthopedically Impaired
0	Hearing Impaired	10	Other Health Impaired
11	Mentally Handicapped	46	Pregnant School Girls
5	Seriously Emotionally Handicapped	0	Visually Impaired
63	Specific Learning Disabilities	1	Speech and Language Impaired

   22 Handicapped - Other - Specify Teenage parents

5. Of those students shown in question 1, how many students do you have in the following grades?

2	8th Grade	146	10th Grade	126	12th Grade
140	9th Grade	161	11th Grade		

6. Of the 12th grade students listed in item # 5 who graduated, please complete the following according to their career plans.

23	Number going into Community Colleges or Technical Schools
2	Number going into four-year college
50	Number going into unsubsidized jobs
0	Number going into Job Corps
0	Number going into other JTPA programs (i.e., summer youth, community college, JTPA programs, etc.)
10	Number undecided
9	Other (Please list) Military Service, housewife, family business

7. Of those students listed in question 1, how many students were of the following ages?

0	14 years old	135	18 years old
35	15 years old	68	19 years old
101	16 years old	30	20 years old
163	17 years old	43	21 years old

8. In the space below, show how many students listed in question 1 were participating in the ESD program on March 31, 1987.

282 Number of students

9. Of those students listed in question 1, show below the major reason(s) students gave for leaving school.

Major Reason Given for Leaving School	Number
Academic Difficulty	57
Joining the Military	2
Looking for Work	8
Taking a Full-Time Job	42
Taking a Part-Time Job	13
Taking a Second Shift Job	31
Expulsion from School	10

Marriage		12
Health Problems		12
Other Reasons (list)		28
Moved Out of Area		21
Lack of Interest		43
Transportation		7
Graduated		5
Death		2
	TOTAL	293

10. Of those students listed in question 1, show below how many were placed in either full or part-time private-sector jobs during the 1986-87 school year (including Try-Out and Unsubsidized).

151 Students placed

11. Of those listed in question 10, show below an estimate of the total gross earnings of those students during the 1986-87 school year.

$359,444 Total gross earnings of group

12. a. Of those students listed in question 1, show below how many were placed in private-sector (Try-Out Work Experience) jobs during the 1986-87 school year.

65 Students

49 Number of students separated from Tryout

b. How many were separated from Tryout and for what reason?

16 Completed Tryout and entered into unsubsidized employment

20 Completed Tryout and did not enter unsubsidized employment

20 Did not complete

13. Of those students listed in question 12, show below an estimate of the total gross earnings of those students during the 1986-87 school year.

$92,602 Total gross earnings of group

14. Of those students listed in question 1, show below how many will earn four (4) or more credits during the 1986-87 school year.

354 Number of students that will earn 4 or more credits

15. On the line below, show the total number of credits that will be earned during the 1986-87 school year by the group of students listed in question 1.

1,621 Total number of credits

16. Of your group of Extended School Day students listed in question 1, how many have taken the North Carolina Competency Test?

230 Number who have taken the N.C. Competency Test

17. Of those students listed in question 16, how many have passed?

Math 129, Reading 140, and both 160 sections of the Competency Test

18. As you managed the Extended School Day during the 1986-87 year, how often did you have scheduled meetings with other education professionals (teachers, principals, counselors, etc.) to discuss students in Extended Day?

1,195 Number of meetings per year

19. During the school year, how often did you contact representatives of private business or industry to discuss ESD programs and placement?

669 Number of times per year

20. During the school year, how many times did your collaborative committee meet to assist you in program planning?

78 Number of times per year

21. During the school year, how many times did you contact parents to discuss students in the ESD programs?

3,185 Number of contacts per year

22. Show below the number of students who have returned to regular day school because of Extended School Day this year.

70 Number returned to regular school

23. Show below the number of additional students that could have been served in this program if funds were allotted.

330 Additional students

24. Give the following information about the school system's involvement with the Private Industry Council (PIC).

A. Did a representative of the school system attend the regular meetings of the PIC?

11 Yes 2 No

B. If the answer to the above question was yes, what was the extent of the school system's involvement?

7 Observing

6 Serving as a school resource to the PIC

3 Making presentations

9 Requesting funds for local projects

2 Others (Specify) served as PIC member, furnished statistical data

C. Indicate the school personnel who attended the PIC meetings.

9 Administrators (Superintendent, Assistant Superintendent, Principals, Assistant Principals, Directors)

1 Supervisors

1 Counselors

5 Teachers or JTPA program operators

3 Others (Specify) Collaborative Committee Member, Community School Coordinator, Intake Officer

D. Indicate outcomes or impact on local programs which resulted from involvement and participation in PIC meetings.

Funding for LEA programs

Publicity for LEA

Private Industry Council member became more informed of LEA programs

E. Did school personnel serve on any committees of the PIC, i.e., Youth Subcommittee, Planning Committee, Youth Competencies? (Indicate below).

Youth Committees (4)

Planning Committee (1)

25. How many participants were terminated from your project as of March 31, 1987?

73 Total number terminated

26. How many of the total participants listed in question # 25 were

52 positive terminations

21 negative terminations

27. How many of the total number of participants listed in question # 25 entered unsubsidized employment?

42 Number entered unsubsidized employment

28. How many participants who are seniors do you anticipate will be terminated from your project at the end of the school year?

92 Total number anticipated to be terminated at the end of the school year

29. How many of the total number of participants listed in question # 28 do you anticipate will be

84 positive terminations

8 negative terminations

30. How many of the total number of participants in question # 28 do you anticipate will enter unsubsidized employment?

68 Number you anticipate will enter unsubsidized employment

31. Of the total number of participants listed in questions # 25 and # 28, how many earned or will earn a high school diploma?

165 Total terminated from # 25 and # 28

81 Number of above earned a high school diploma

32. How many will enter into Summer Youth II-B?

82 Number that will enter into Summer Youth II-B